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Describe the site where you work and how you ended up working in both elementary and high school placements.

I work for Cypress-Fairbanks Independent School District outside of Houston, TX. I serve as a school psychologist at a high school and an elementary school, which also includes a program for preschool students with disabilities. Working in a large district, I'm afforded many opportunities to work with diverse populations in terms of languages spoken, race, and cultures represented. As part of my job, I provide direct counseling and consultation related services to students in special education, conduct initial and reevaluations, and consult with school personnel and families. I have found that I enjoy having a varied assignment, with different roles to play at each level. At the high school, I have more opportunities to provide school-based mental health services, which was my area of emphasis in graduate school. I also spend my time providing crisis support and collaborating with local mental health providers and agencies. At the elementary level, I appreciate being a key player on the initial assessment and early intervention teams that collaborate with families to determine how to improve a child's experience at school.

Describe your work training interns through the Family Interaction Training Clinic. How did you end up engaged in this role?

The psychological services department in my district has an APA-approved APPIC doctoral internship program. Part of the internship program includes the Family Interaction Training Clinic, where interns provide parent management training to families with primarily elementary-age children. I started with the clinic during my internship and continued during my post doc, assisting with training and supervising interns in the clinic. As supervisors, we provide didactic training, live supervision during weekly clinic sessions, and weekly group supervision. It is a unique part of my work week and one of

the most gratifying parts of my job. I love seeing the growth in family relationships as a result of participating in the clinic, as well as interns' growth as trainers.

Your nominator also mentioned that you do a lot of work related to a diversity committee. How did you come to serve in this capacity? What words would you share with others who might be interested in similar roles?

I am lucky to serve as a colead on our psychological services department's Diversity Committee, which is involved in various projects such as sharing professional development opportunities, promoting awareness of our field through National School Psychology week, and engaging in community service. I have been a member of the Diversity Committee since my internship year and, after coleading a documentary viewing during my postdoctoral fellowship about supporting students with incarcerated parents, I received the opportunity to serve as a coleader of the committee. I would encourage other early career psychologists interested in this area to ask questions about who is doing equity work at your campuses, departments, or districts, and ask about pockets of need within existing organizations. Or, if you have an interest in a facet of diversity work, do not be afraid to start small and open the space for the conversation in your department or school. Especially as a White woman, it is important to not rely only on BIPOC populations to expend emotional labor educating others on issues of equity and social justice. Diversity work is supposed to be difficult and uncomfortable and is essential to engage in to provide the best services for our communities.

Describe a challenge that you have faced in your early career. How did you handle it? What advice do you have for others with similar challenges?

A common challenge I have encountered in my early career has been instances in which more 'seasoned' school personnel have challenged my recommendations because they were different than the status quo or how the team had historically acted. It is difficult when you are entering a school team that may have been doing things a certain way for years without a voice encouraging them to think differently. At this campus, where I had limited time assigned, I worked to resolve the challenge by becoming even more purposeful about building strong relationships with school staff. In the small moments between meetings or gathering assessment data, I tried to be visible around the building and checked in with key players on the campus. Now that I have built those strong relationships, it is much easier to have difficult conversations because we have a strong professional relationship at the foundation. In addition, when faced with these situations, it has been important for me to think about the balance between being collaborative and advocating for what we know as school psychologists is best for students and families.

What specific aspects of NASP membership and involvement have benefited you in your career thus far? Why is membership in NASP important to you?

One challenging aspect of early career is the sudden disconnect from new and developing evidence-based practices that you were so immersed in during your graduate training. NASP membership has been extremely helpful for me to keep involved with current trends and research in the field. NASP also provides many avenues through which to advocate for our field and profession. I am proud to be a member of a professional organization with a strong commitment to social justice and advocacy within our growing and changing world. On a personal level, I have enjoyed attending NASP's annual

convention to network with professionals and reconnect with colleagues from graduate school and internship.